eLearning Guidance for Students with Significant Disabilities

The Indiana Offices of Special Education and Office of eLearning recognize the unique circumstances and challenges digital learning brings for teachers, administrators, and students with significant disabilities. This guidance is provided as a resource to support implementation of the virtual option for inclement weather and for the flex pilot programs. Although this document was prepared to assist schools in planning for students with significant disabilities, many of the suggestions in this document can be applied when planning for all students with disabilities.

General Information

Virtual Option for Inclement Weather

Certain assurances have been established by IDOE and MUST be met by the corporation. These assurances of the Virtual Option for Inclement Weather are explained in video segments posted on the IDOE website. The general assurances most directly impacting students with significant needs include **Learning Targets** and **Accommodation Support**

School Personnel need to view the video segments and consider the following questions:

Learning Targets: How did the featured corporations get the word out about virtual work and expectations?

Accommodation Support: How did the featured corporations accommodate students with special needs and IEP's in the virtual option?

Additional information can be found on the IDOE eLearning page here.

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Flex Pilot Program

The Flex Pilot Program is designed to support corporations interested in exploring innovative approaches to school schedules by leveraging eLearning options.

To be considered for the Flex Pilot a corporation must complete an online application that indicates the following:

- A plan for utilizing digital learning that innovatively alters the traditional school day.
- The ability to provide online learning opportunities that meet the varying needs of its students and includes contact with teachers.
- Accommodations for students with special needs.
- The availability of breakfast and lunch for students needing that option.
- At school alternatives for any student unable to remain at home and transportation to school, if needed.
- A plan for all staff during the Flex times/days.

Additional information about the Flex Pilot Program can be found [here](#).

Considerations

Although students with significant disabilities present unique needs, it is ideal to begin the planning process by considering the overall corporation plans for eLearning days. Special education and corporation staff should work collaboratively to address the following questions:

- What is the overall district/school plan for eLearning days?
- What is the plan for parent communication?
- What standards, activities, technology, etc. are general education teachers using?

As the above questions are answered, special education staff will be able to determine which plans and resources can be modified and can identify areas that will require supplemental or additional planning for students with significant needs. (See Applying Modifications to Support Students on the e-learning page)

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Planning

Logistics

Planning for eLearning days requires thoughtful, open and on-going communication among administrators, teachers, support staff and parents. The complex needs of each student must be considered when planning for students with significant needs and individualized plans are likely needed. The following is a list of topics to consider as a group and individually:

- Transportation
- Related Services
- Physical needs
- Communication needs
- Access

Lessons

Planning lessons for eLearning days follows the same general structure as planning face to face instruction. The following questions are considered prior to developing content for lessons:

- What standards are being addressed?
- What modes of communication need to be considered for accessing curriculum?
- What are the IEP goals, related services and needs of each student?
- How are lessons/activities differentiated?
- What technology is integrated into instruction? What technology is used in class regularly? How can that be leveraged and reinforced with eLearning?

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Additional Information

IEP Discussion and Documentation

The CCC will need to discuss how the individual student accesses technology and how the student will access the curriculum during eLearning days. The services to be provided to the student, including a description of how the student will access the technology and curriculum, should be included in the service narrative of IEPs as appropriate. Related services that fall on eLearning days should also be considered. The following language may be a guide for documenting in the IEP the eLearning program the corporation is adopting and the specific modification that will be applied:

Flex Pilot Program	Virtual Option for Inclement Weather
[Corporation Name] is participating in the Flex Pilot Program which utilizes innovative approaches to school schedules by leveraging eLearning options. In these instances, work may be modified to meet IEP Goals. Instruction will be provided to [Student's Name] _____ through_____. [Suggested options: online materials, paper and pencil assignments, projects, etc.]	[Corporation Name] may utilize virtual learning opportunities when making up cancelled school and/or extended illness days. In these instances, work may be modified to meet IEP Goals. Instruction may be provided to [Student's Name] through _____ . [Suggested options: online materials, paper and pencil assignments, projects, etc.]

Suggestions

The following helpful suggestions were provided by teachers and administrators:

- Use social stories to help students understand eLearning days
- Hold a mini "dry run" or practice of an eLearning day (outside the normal school day)
- Get the community involved with the concept of eLearning
- Utilize technology students currently use during face to face instruction
- Focus on communication with parents early in planning process
- Utilize the many resources available online, both general education and special education
- Save modules/lessons in multiple formats (i.e. pdf, epub)
- Include Assistive Technology in modules/lessons if the student is using AT in the classroom.

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- Create modules/lessons with accessibility in mind. Alt Tag Pictures/clip art so that students with vision impairments have access to the information. Caption videos so that students with hearing difficulties can access.
- Reiterate availability of assistance so students and parents can contact teachers. Schedule "check in" times for each student and or general "office hours."
- Create modules/lessons for a 5 hour elementary day and 6 hour secondary day
- Although students may need some learning packets or manipulatives to complete activities, these should be individualized and not the same for every student.

Resources

The following pages contain a list of resources, templates, and examples. This is not an exhaustive list and teachers are encouraged to share other useful resources on Learning Connections as they are developed.

Area	Title	Description	Access	Cost
General	Calibre	Conversion software	http://www.pc-file.com/calibre?utm_source=bing&utm_medium=cpc&utm_campaign=Calibre&utm_term=calibre	Free
General	Daisytoepub2	Conversion software	www.donjohnston.com www.icam.k12.in.us	free IN K-12 Public schools DRM download from ICAM
ELA	Baltimore City Schools Adapted Book Collection	adapted books	http://www.baltimorecityschools.org/site/Default.aspx?PageID=1446	
ELA	Dolch Reading Lists	Flashcards	http://www.k5learning.com/free-flashcards/reading/dolch	
ELA	Edmark Reading Flashcards	Flashcards	https://quizlet.com/686318 3/edmark-reading-words-	

			level-1-flash-cards/	
General	NBC Learn	Variety of video resources	https://www.nbclearn.com/portal/site/learn/resources	Free
ELA	News2You	Curriculum	https://news2you.n2y.com/products/news2you	Unknown
ELA	Spelling City		http://www.spellingcity.com/	
ELA	Suncastle Technology	free materials	http://www.suncastletech.com/freestuff.html	Free
ELA	Survival Signs Flashcards	Flashcards	https://quizlet.com/4835307/survival-signs-and-words-flash-cards/	
ELA	Symbolate feature in Boardmaker	Attaches symbols to words	www.mayerjohnson.com	a feature included in Boardmaker
ELA	Tarheel Readers	reads story out loud or silently; teacher can create comprehension worksheet	www.tarheelreader.com	Free
ELA	First Nouns	Word Matching; discrimination - uses ABA techniques to help visual learners begin to match words with items to typing the word to go with items.		Unknown
ELA	myOn	reads the story to student while highlighting the words sound/highlights can be turned off	App	Unknown

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ELA	RazKids: (Reading A-Z)	Variety of leveled readers, which can be read to the student while following along, records student reading, and gives a quiz about the story.		Approximately $98 for a classroom (36 students) Computer connected. +1100 books
ELA	Read: Out Loud		www.icam.k12.in.us	free IN K-12 Public schools DRM download from ICAM
ELA	Snap and Read Universal	Reads selected text out loud, even locked text. Chrome extension provides text leveling.	www.donjohnston.com	Single, building, and district licenses can be purchased
ELA	Touch the Sound	Sound discrimination; sound and 4 photos to choose from. You can choose categories and other settings	App	Unknown
Fine Motor	40 Fine Motor Activities		http://theimaginationtree.com/2013/09/40-fine-motor-skills-activities-for-kids.html	
Fine Motor	Fine Motor Activities		http://school-ot.com/fine%20motor%20activities.html	
Fine Motor	Jumpstart		http://www.jumpstart.com/parents/activities/fine-motor-skills-activities	
Fine Motor	Dexteria Jr.	Touch, pinch, trace at various skill levels	App	2.99

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General	Boardmaker Share		https://www.boardmakeronline.com/Activities/Search/?SearchText=exchange	
General	Ed Helper		http://www.edhelper.com/life_skills.htm	
General	Life Skills Pinterest		https://www.pinterest.com/explore/life-skills-lessons/	
Math	ConceptuaMath	Fractions	www.conceptuamath.com	
Math	Curriculum Corner		http://www.thecurriculumcorner.com/thecurriculumcorner123/2013/03/13/counting-money-activities/	
Math	Home School Math		http://www.homeschoolmath.net/online/clock.php	
Math	WebMath	Shows how to work and solve math problems step by step	www.webmath.com	Unknown
Math	Coins for Kids	Levels from identifying coins to counting combos of coins	App	1.99
Math	Jungle Add 1	Practicing using Touch Math dots for addition	App	3.99
Math	Kahn Academy		https://www.khanacademy.org	Free
Math	Math Facts Master	2 levels, all 4 operations You set the difficulty	App	0.99
Math	Numbers Free (iTouchiLearn Numbers)	Naming numbers with fun activities	App	Free
Math	Telling Time Quiz	Various levels from hours to 45 min. (must read # words)	App	Free

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Math	Count Sorter words	Sort, count, estimate, 10 frames, more/less Hungry Fish Motion Math: number match $1.99 Counting 1 2 3: counting, numbers, numb	App	0.99
OT/PT	Move to Learn	Lesson plans that can be sent home	http://www.movetolearnms.org/	
OT/PT	OT Mom LearningActivities	lesson plans that can be sent home	http://www.ot-mom-learning-activities.com/	
OT/PT	Therapy Shoppe	creative occupational therapy ideas activities	http://www.therapyshoppe.com/category/P2792-1001	
SLP	SLP Lesson Plans.com		http://slplessonplans.com/	
SLP	Speaking of Speech	provides a variety of speech related activities	http://www.speakingofspeech.com/Materials_Exchange.php	

Guiding Questions for Modifying Lessons

STEP 1: UNIT OVERVIEW, LESSONS, AND PERFORMANCE TASKS	• What are the lesson objectives for all students? • How will students be assessed on these objectives? • What IEP goals can be connected to the lesson objectives? • What instructional strategies will be used during the lesson? • What written materials will be used during the lesson?
STEP 2: CURRICULUM SUPPORTS	The goal is to modify a lesson in ways that will help all learners access the general education content at some level. Some key questions to ask are: • Where might my students benefit from different methods of presenting the lesson? • What learning targets are different and in what ways might my students express what they learn? • Where can I add more flexible ways for my students to engage with and stay motivated by the lesson?
STEP 3: POTENTIAL LEARNING BARRIERS PRESENT IN THE INSTRUCTIONAL METHODS AND MATERIALS	Have I identified *potential barriers to learning* (e.g., physical, social, cultural, or ability-level) that may be present in the *instructional methods* (e.g., lecture, group discussion) and *materials* (e.g., text, handouts) given what I know about my students' learning characteristics?
STEP 4: CONSULTATION	Have I considered consultation and planning with specialists? What support and ideas can the other experts who work with my students offer for this lesson?

Applying Modifications to Support Students

Directions: Record specific modifications that can be applied to support learning in a general education setting.

Barriers	Modifications
Difficulty of Curriculum	• Pre-teach vocabulary and content • Present in multiple formats (picture, auditory, written, etc.) • Utilize graphic organizers • Provide condensed versions of written materials • Provide note guides with minimum amount of information • Utilize alternate curriculum focused on same standards or CCCs • Other
Difficulty of Assessment	• Reduce amount of information to assess • Change way in which student demonstrates understanding • Allow student to respond orally or by making choice • Create alternate assessment based on current level of performance • Review IEP goals and determine appropriate areas to assess • Other
Communication	• Allow dictated responses • Prepare students with AAC devices • Offer response choices • Modify goal of lesson • Utilize SLP support • Other
Physical Structure (setting, timing, organization, staffing, etc.)	• Provide sensory within lesson • Allow breaks • Utilize small groups • Utilize peers • Preferential seating • Use timers • Provide visual schedules • Other
Behavior	• Strong BIP implementation • Positive behavior supports • Provide clear expectations • Offer choices • Utilize support of behavior coaches, instructional assistants • Peer modeling • Direct instruction of replacement behavior • Other

eLearning checklist (B)

Name_____

_____ 1. Take your child around the house and find things that are shaped like a square: boxes, paper, speaker, etc, just hunt for a few. Take photos on the iPad of 2-3 squares you have found.

_____2. Find the app **Animal Puzzles** at the bottom of the iPad screen. Have your child do 4 of the 6 "puzzles" for matching practice.

_____3. Go into **DEXTERIA JR.** Do at least 2 rounds of *Squish the Squash.*

_____4. In **DEXTERIA JR.** do Trace and Erase. Complete sections 1 and 2.

_____ 5. In **FARM ACADEMY TOUCH** PLAY and FIND ANIMALS. After each answer you will need to hit NEXT in the upper right corner.

_____6. In **TOUCH & WRITE** Choose Read to Me and have your child follow along as the story is read. At the end of each page, the orange arrow to the right of the text will change the page.

eLearning checklist (C) Name_____

_____1. Go into **Raz-Kids.** Type the teacher username: wmapteach   Tap your *child's name.* Tap *Your Assignment* Tap the first book **Big.** Have your child listen to the story by tapping the ear under the book. Then repeat the story. This time have your child tap the eye. Tap the microphone in the upper right corner. Tap **RECORD**. Have your child read the book and record the reading.

_____2. Go into **TELLING TIME.** Settings should be: Mode:Quiz Questions: 20   Minute Hand increments: 60 The rest don't matter. Touch Begin. Change the numbers by touching hour at the bottom. Tap CHECK to see if it's correct. Then tap NEXT. Do at least 20 clocks. *Take a screen shot of clock #20.*

____3. Go to **JUNGLE ADD 1**. Do the first 2 levels. Record the score here: Adding 1-4 _____ out of 10 Adding 5 &6_____ out of 10 If your child would like to do the adventure mode, they may. It's a cute movie. It is an intro to the skill level.

_____4. Go to **DEXTERIA JR.** Tap Trace and erase. Do any 3 patterns. Record the results: Tracing _____ % Time _____ Tracing _____ % Time _____ Tracing _____ % Time _____

5. Go to **DOLCHWORDSLS.** Choose level 1 the *Picture i*t apple. Complete 3 puzzles. (After each one, hit exit and Picture it again) Record what the puzzle picture is here: 1_____

2 _____ 3_____

eLearning checklist (B snow 2)

Name_____

_____1. Go into **MyOn.** Your child's password is *last name first initial middle initial s* (mine would be duttondls) Find the story **Shapes** and have it read the story to your child. After finishing the story have your child take pictures of 3 items at home with 3 different shapes.

_____2.

_____3. Go to **JUNGLE ADD 1**. Do the first 2 levels. Record the score here: Adding 1-4 _____ out of 10 Adding 5 &6_____ out of 10 If your child would like to do the adventure mode, they may.

_____4. Go to **DEXTERIA JR.** Tap Trace and erase. Do any 3 patterns not done previously. Record the results: Tracing _____ % Time _____Tracing _____ % Time _____ Tracing _____ % Time _____

5. Go to **DOLCHWORDSLS.** Choose level 1 the *Picture i*t apple. Complete 3 puzzles. (After each one, hit exit and Picture it again) Record what the puzzle picture is here: 1_____

2 _____ 3_____

eLearning checklist (C) SNOW #3

Name_____

_____1. Go into **MyOn.** Your child's password is *last name first initial middle initial s* (mine would be duttondls) Find the story *The Cold Winter Day.*and have it read the story to your child. Take a picture of something your child likes to do on a winter day. (See folder for directions, if needed.)

_____2. Go into **STARFALL ABC'S.** Complete letters *C, T, B,D, N, R, K,F,and H.*

____3. Go to **COUNT SORT**. UNDER OPTIONS: SELECT THE GAME *COUNT.* TAP NEW PROBLEM. Touch the spots (they will turn blue and tap the correct answer). Tap NEW PROBLEM after each answer. Have them do at least 10 problems.

 _____4. Go to **DEXTERIA JR.** Tap Trace and erase. Do any 3 patterns. Record the results: Tracing _____ % Time _____ Tracing _____ % Time _____ Tracing _____ % Time _____

5. _____ Go to **DOLCH WORDS LS** Tap Level 1. Choose *Match It*. Play at least 2 times. You might try it again later too. We are just introducing a few words.

eLearning Checklist (SNOW #3) List A

Name_____

_____1. Using NOTES type each spelling word 5 times. *Save the note*.

_____2. Go into TELLING TIME QUIZ. Write the times

down for each quiz: hours_____ thirty _____

_____3. Practice 4's flashcards sent home previously. How many cards were correct? _____

_____ Go into MATH FACT. Do the **challenge** level. Choose multiplication (x) and 3's, 4's. (They should be green when you set them.) Touch GO! Do 2 rounds of facts. Write the **best time** here: Time : _____

Correct: 3's _____ 4's _____

_____4. Go to COINS. Tap *Make the Correct Change.* Spend at least 20 minutes practicing the activity.

_____5. Go into MyOn. Read ***SNOW***. Answer the questions on the worksheet.

Checklist for eLearning Day

Teacher XXXXXX Cell # XXX-XXX-XXXX	Student A	Student B	Student C	Student D	Student E	Student F	Student G	Student H	Student I	Student J
• Watches speaker's face • Smile/laugh when spoken to	X		X	X		X	X		X	X
• Responds to name • Recognizes others	X		X	X		X	X		X	X
• Engages with book • Explores a book	X	SICK			SICK	X	X	Different Goals	X	X
• Demonstrates the awareness of object • Demonstrates the location of object	X		X	X		X	X		X	X
• Engages in tactile	X		X	X		X	X		X	X

Parent Report for E-Learning Day Work

Please fill out the following report to help me evaluate the homework packets.

My child's favorite activity was:

My favorite activities was:

My child did the following well:

My child had some struggles with:

My child did not like:

Additional comments:

Student Information – eLearning

Use students IEPs, recent formative and summative assessments, classroom observations, behavior plans, etc. to gather information to complete the chart below for each of your students.

Student	Academic Goals	Related Service Goals	Present Levels of Performance	Mode of Communication	Classroom Technology Use	Additional Information	e-Learning Activities
Example Student	Identify numbers from 1-50	Speech/Language: When provided with a task, student will correctly use the following core vocabulary words: Go Off Finished All Want	When provided the number, identifies numbers up to 15 with 75% accuracy, but only counts correctly up to 8 or 9.	Expressive: Student uses one or two word phrases inconsistently, but is able to communicate most wants/needs with familiar staff; has iPad with communication board containing 5 core vocabulary and picture choices Receptive: follows simple commands; understands 50+ picture symbols	Currently uses iPad for communication, but not consistently; uses iPad for practice with some academic skills (including the following apps…); does not know how to use mouse; does not know how to use read aloud feature on iPad	Parents are engaged, but limited technology experience	**Use available resources to plan meaningful lessons based on information**

eLearning Lesson Planning Framework

•Pre-assessment
•Reveiw activity
•Provide background
 knowledge

•Provide instruction on
 new or previously
 introduced content
•Consider all modes of
 delivery including but
 not limited to:
 previously recorded
 lesson; scheduled
 Google hangout; videos
 of instruction (teacher
 or supplemental)

Introduction

Instruction

Assess

Practice

•Reflect on lesson
•Collect data
•Collaborate
•Revise, adapt or
 exapand for future use

•Provide students an
 opportunity to practice
•Consider all means of
 expressive
 communication and use
 of technology